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ABSTRACT

Materials for organizing and replicating a 10-week training program for improving the skills of family day care providers are offered in this manual. The training program consists of discussion and workshop sessions and a concurrent onsite internship experience for trainees. In the first section, guides for setting up the course of instruction are presented. Several topics such as the following are briefly discussed: trainee recruitment and retention, credit versus non-credit status of the course, establishing an advisory committee, and objectives for trainees. Lesson plans for class and workshop sessions are outlined in the second section. Related materials, including an application form, pretests and posttests, and a certification of completion, are appended. (RH)

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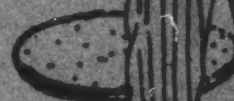
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Infant Family Day Care Training: PROGRAM MANUAL

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Infant Family Care Training: Program Manual

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**Dedicated to
The Family Day Care Providers
and to a
better quality of life
for infants and toddlers**

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Who ?

This program was developed through a community college in a suburban area which has a population of close to two million people. However, the area immediately surrounding the college is characterized by a high unemployment rate, low income, and a high proportion of ethnic minorities. Other communities served by the college are more typical middle income Anglo populations.

The trainees were from varied ethnic backgrounds, socio-economic levels, educational levels, ages, and experience with children. Although men were permitted to participate in the program, the trainees were all women.

This project could be easily replicated by community college credit classes, community services or through women's centers; adult education classes; public or private child care agencies such as city, county, or state Social Services or Health and Welfare Departments, Child Care Resource and Referral Agencies, CETA programs, United Way Agencies, YWCA, Family Day Care Associations and others.

How ?

The training package contains a Program Manual and a packet of Discussion and Workshop Sheets. Both of these will be necessary for the instructor of the class, the internship or field work supervisor, and the Advisory Committee members. The manual contains the information needed to replicate this program. Only the Discussion and Workshop Sheets will be necessary for the trainees. They are meant to be used as a basis for class sessions. They are not an exhaustive treatment of the subject matter, nor are they a comprehensive "how to" book. Such books are mentioned in the bibliography and are recommended as additional resources. The Workshop Sheets contain directions for making play materials for infants and toddlers, as well as uses and learnings to be derived from them.

The recommended length of the program is ten weeks. The pilot sessions were only nine weeks each, but it was felt that more time would have been better. This can be adapted to the needs of the sponsoring institution or agency. Three hours per week are spent in class and three hours per week (starting the second week) are spent in a licensed Family Day Care Home. Detailed outlines for the ten sessions are included in the Program Manual. The suggested size for the group is fifteen trainees. Ways to deal with the difficulties of recruitment are also covered.

Introduction

Improved and expanded infant care services are acutely needed in all parts of the United States to enable women to pursue their educational goals and career development. According to recent statistics one family in seven is a single parent family headed by a woman. Research has established the continuing shortage of adequate child care services for women with young children. Most of the literature emphasizes the needs of the working woman, but women pursuing secondary and higher education goals share the same child care needs.

Most child care centers are not licensed to care for children under two years of age. If they do take infants and toddlers, the cost for quality care is often prohibitive. Family Day Care has increasingly become recognized as a quality child care alternative. Family Day Care Providers are persons who become licensed (in most states) to care for children in their own homes. It is a form of care that can be conveniently located in the neighborhood in a setting that closely approximates the child's own home. It can be an optimum learning environment for the infant and toddler. This is why the Infant Family Day Care Training Project was developed.

What ?

The Infant Family Day Care Training Project provides a model for the training of Family Day Care Providers* who will care for infants and toddlers.** A comprehensive Manual describes the program. In addition, a packet of Discussion and Workshop Sheets for the trainees is provided.

By providing this training program the accessibility of educational and employment opportunities for women can be increased throughout the United States. This will become possible because the number and quality of Family Day Care Providers who will provide home care for infants and toddlers will be increased. The skills of those who are already providing infant care in their homes will be augmented. Although this project was focused specifically on infants and toddlers, it could be expanded to include care for preschoolers and school-age children with additional materials provided by the instructor.

* Also called Family Child Care Providers or Home Day Caregivers.

** The term infant and toddler care includes the child from birth to two years of age.

The program included attitudinal pre- and post-tests (see Appendixes E and F). These were helpful in planning the program as well as being useful for evaluation purposes. In the Project they were administered during the first class session. It is suggested that, if possible, the pre-testing should be done during an initial interview prior to the start of classes.

There will be some costs and facilities required for operating the program. The costs include the salaries for the instructor for three hours per week, and the internship or field work supervisor for six hours per trainee. This includes time for observation at the Family Day Care Home and conference time. Student materials such as pamphlets and craft supplies may be provided by the sponsoring group, purchased by the trainees or donated. In addition, it will be necessary to provide a room in which to meet and a place for child care for the children of the trainees. The cost of child care could be covered by the trainees. Licensed Family Day Care Homes for the internship or field work will need to be secured. Clerical and bookkeeping assistance would be provided by the sponsoring institution or agency.

Comments of Some Trainees

"The participation was helpful to the learning in class."

"That it [Family Day Care] is not baby-sitting - they do a lot of interacting."

"Good connection ... having a Family Day Care Provider do the class."

"Could use things from class in participation."

"I thought it would be arts and crafts but it means meeting more of their [the children] needs."

The Infant Family Day Care Training Project successfully completed its goal of providing a model program and a comprehensive Manual for training Family Day Care Providers to care for infants and toddlers. By replication of this model it is hoped that the impact of this project will be to significantly increase the amount of quality child care services for infants and toddlers as well as to provide employment for those persons who complete the training program and open licensed homes. By doing this it will increase the educational and employment opportunities of women, and also improve the quality of life for infants and toddlers throughout this nation.

Objectives for Trainees

At the end of this program the trainees will be able to:

1. Understand what is involved in Family Day Care.
2. Develop a positive self-image related to the importance of the role of a Family Day Care Provider.
3. Understand the importance of communication with the parents of the children in their care.
4. Understand the developmental needs and characteristics of infants and toddlers.
5. Understand how infants and toddlers learn through play and exploration.
6. Plan and serve nutritious snacks and meals.
7. Set up health and safety procedures in the home.
8. Create a comfortable and stimulating environment in the home.
9. Set up a simple record keeping system and use it for tax reporting purposes.
10. Understand the licensing procedure and begin the application process.
11. Make appropriate learning materials from commonly available items.
12. Understand that infant environments should be generated from home experiences rather than from a preschool model.

Characteristics of Competent Infant and Toddler Caregivers

1. Caregivers understand that infant and toddler environments should be generated from home experiences rather than from a preschool model.
2. Caregivers provide continuity of care for infants and toddlers. The use of substitutes should be limited.
3. Caregivers adapt their practices to the needs and abilities of infants and toddlers.
4. Caregivers enjoy the role and care for infants and toddlers in a warm and affectionate way.
5. Caregivers nurture the infants' and toddlers' development by providing an environment which is familiar and predictable as well as appropriately challenging and novel.
6. Caregivers recognize the need for infants and toddlers to be active in their own development.
7. Caregivers routines are a pleasurable learning experience.
8. Caregivers are aware that crying is a means of communicating needs.
9. Caregivers encourage exploration of the environment in order to develop trust, self esteem and independence.
10. Caregivers provide opportunities for interaction of infants with other infants and children as a social learning experience.
11. Caregivers provide a variety of appropriate materials that are readily accessible to the infant and toddler.
12. Caregivers and parents work toward consistency between day care and home caregiving practices.

Developed by the staff and advisory committee of the Infant Family Day Care Training Project. Some of the ideas are adapted from a list of the Northern California Infant/Toddler Commission of the California Association for the Education of Young Children (CAEYC), and "Goals and Principles" in A Good Beginning for Babies by Anne Willis and Henry Ricciuti.

Advisory Commitee

The Advisory Committee of the Project was a working, supporting, policy-making and evaluating group. It included Family Child Care Providers, infant/toddler and other child care specialists, a social worker who licenses Family Day Care Homes, a pediatrician, the director of the campus child care center, the director of an infant care center, a representative of the local child care resource and referral agency (herself a former family day care provider), and college child development faculty. Some of these served as resource persons for class sessions and as recruiters.

They were an invaluable asset to the project. Such a committee would serve to strengthen any program. It is strongly recommended that such an advisory committee be included in replicating this model.

The Instructor

It is recommended that the instructor of the class should be a current or former Family Day Care Provider. If this is not possible, then a provider should be used as a co-teacher or as a resource person. Specialists in various fields including infant and toddler development may be used as resource persons. The instructor of the class should visit a number of different family child care homes and talk with providers in order to become more knowledgeable about this mode of child care. Many persons in the field are familiar only with center based care and do not understand the value of quality home care, particularly for children under two years of age. The salary of the instructor would be for three hours per week, unless this person also served as the program director.

The Internship or Field Work Supervisor

This person must be skillful in human relationships. A background in counseling is helpful. A broad background in child growth and development is necessary. A knowledge about and a familiarity with family child care is very important. The supervisor performs as liaison among the trainee, the provider, and the instructor.

In this model the instructor and the supervisor were two different persons. It would be possible to have one person perform both functions. An advantage of using two different people is the gaining of different points of view and approaches. Our instructor was a family child care provider. The internship supervisor was a child development specialist working on her Marriage and Family Counseling license. An advantage of using one person might assure continuity between the home and the classroom experience.

Whether a single person or two is used, it is important that this person be viewed in a supportive role, not an evaluative one. In the first pilot session, the supervisor did a mid-point evaluation in the home. In Sessions II and III, the Family Day Care Provider performed the evaluations. This information was then used by the supervisor to help her relate to the needs of the trainees. The resultant rapport and level of trust in Sessions II and III was enhanced.

For the project, the salary for the internship supervisor was figured on the basis of three hours per trainee per session. A figure of six hours per trainee is a more realistic figure because this person does the screening for the internship sites, arranges the schedules for participation at the site, observes the trainee at the home, and conducts two conferences with each trainee.

Recruitment

It is recommended that the job description of one person in the program includes the responsibility for recruitment. That person must have adequate time to do the followup necessary for effective recruitment of trainees. This becomes particularly important in low-income, minority areas where personal contact to establish personal rapport is necessary.

Although a stipend of \$3.25 per hour was awarded trainees for the class and intern hours, it was difficult to recruit 15 trainees per session. Flyers were sent to local schools (see Appendix A) to be included in their FTA Bulletins; to churches; social agencies; licensing orientation meetings; libraries; hospital pediatrics and obstetrics departments; mental health clinics; community action agencies; Head Start and other child care organizations; the state employment department; infant/toddler teachers; and parent education groups. News releases were submitted to local newspapers. An advertisement was placed in the "Help Wanted - Teacher" column of a local newspaper.

Despite the utilization of these approaches to recruitment, the number of trainees recruited was disappointingly low. More time for personal followup with potential trainees would have enhanced recruitment efforts. Reports of other multi-year funded projects indicate that the first year is always the most difficult. Once the program becomes known and credibility is established, much of the recruitment is accomplished by word-of-mouth.

Retention

Those undertaking a program of this type should also be aware of the problems involved in ensuring that trainees successfully complete the course. In low income areas, economic pressures on trainees can adversely affect the program. Some potential trainees were unable to start, or dropped out of the program because they needed to find full time employment. Others completed the program, but accepted jobs such as teacher's aide, clerk, or cafeteria worker, which offered a better salary than Family Day Care. Some dropped out because the landlord of their rented home refused to sign an application for licensing. Others had husbands who refused to be fingerprinted, (a required part of the licensing process in some states), and thus were unable to complete the licensing process. These are not insurmountable barriers, but they are realistic problems which may impede a program.

If the number of applicants exceeds the number of spaces available, perhaps it would be possible to screen out those who seem less likely to complete the program. This would raise the program's rate of retention.

Intake Telephone Interview and Followup

The telephone number given in publicity for a training project should be one where someone is always available to take messages. Callbacks become an initial screening interview. Once a simple explanation of what is involved in the program has been made clear, the caller should ask questions of the potential trainee which relate to the criteria for licensing (e.g., number and ages of children already in the home, other source of income, availability of a fenced yard, and the like). These will vary according to local licensing regulations. If the potential recruit is still interested in becoming a trainee and has a home which meets licensing criteria, an application form (Appendix B), and a Family Day Care Fact Sheet (Appendix C) can be sent to the applicant.

When the application is returned, an appointment should be set up for the applicant to come in and fill out the consent form (Appendix D) ("guest" status in the internship home for insurance purposes) and take the pre-tests (Appendices E and F), and fill out a card on the hours and days available for internship.

If there is no project director this responsibility would need to be delegated to some other person.

Child Care

Child Care is an important part of this type of training program, since most potential trainees are women with young children of their own who want to earn extra income while staying at home with them. Family child care provides an opportunity for them to do this. Provision must be made for the children of trainees during the training sessions.

The pilot class sessions took place in the morning, with child care provided by a family child care provider who lived near the classroom site. It is recommended that child care be provided at the classroom site by someone who is specifically hired for that purpose. The cost of child care was covered by the trainees.

Trainees had to make their own arrangements for child care during the three hours each week they were at the internship site. Since trainees' attention at that time must be focused on the children in the internship, the presence of the trainee's children would have been a distraction.

Credit Versus Non-Credit

No college credit was given for the classes in the model program. Some trainees may feel threatened by tests and grades which are a part of a credit class. In some situations, however, in some communities offering the class for credit might be an added incentive to enrollment. This needs to be a local community decision.

The Training Package

The training package contains a Program Manual and a packet of Discussion and Workshop Sheets. Both of these will be necessary for the instructor of the class, the internship supervisor, and the advisory committee members. The Program Manual contains the information needed to replicate this program. Only the Discussion and Workshop Sheets will be necessary for the trainees.

The Discussion Sheets are intended to be used as a basis for class sessions. They are not an exhaustive treatment of the subject matter, nor are they a comprehensive "how to" book. Such books are mentioned in the bibliography and are recommended as additional resources.

The Workshop Sheets contain directions for making play materials for infants and toddlers, as well as the "uses" and "learnings" to be derived from them. The workshop projects were found to hold a high degree of interest for the participants. They may, however, be used in any order, or not used at the discretion of the instructor. It is important for the instructor to make samples of all play materials which will be made by the trainees.

Class and Workshop Format

The recommended length of the program is ten weeks. Pilot sessions were only nine weeks each, but it was felt by the staff, advisory committee and trainees that more time would have been more beneficial. This can be adapted to the needs of the sponsoring institution or agency.

Three hours per week were spent in the class and workshop part of the program. The basis of this project's approach was that persons who are uncomfortable in a formal classroom setting may function more effectively if occupied while they are engaged in discussion. This approach proved workable for all three sessions of the project. It is recommended that the first hour or so of the class session be a presentation: filmstrip, resource person, talk by instructor, followed by a break and then a workshop-discussion session. The materials being made can also relate to the day's topic. For example, making picture books when discussing infant language development would be appropriate.

The order of the class and workshop sessions is based on alternating comfortable and less comfortable topics. Once group rapport is established, discussion of subjects such as discipline, is more productive. The availability of resource persons will also affect the order of the sessions. The classes can be presented in any order. Analysis of pre-tests should provide a basis for planning the sessions. This is a spiral curriculum, where objectives are reinforced in several sessions.

Of course, this format may vary with the teaching style and personal preferences of the instructor. It must be borne in mind, however, that many of the persons in such a program may not have been near a classroom for many years.

Audiovisual Materials and Resource Pamphlets

The materials listed in the outlines were used successfully in the pilot sessions. Other suggestions will be found in the bibliography. Films and filmstrips can often be secured through the audiovisual services of a local college or borrowed from other institutions. Resource pamphlets used as texts and the Discussion and Workshop Sheets will need to be provided by the sponsoring institution or agency or purchased by the trainees. Other pamphlets and craft supplies can be handled in the same manner, or donated by persons or groups in the community.

Class and Workshop Sessions

Week I: ORIENTATION

Introductions

- Explanation of the Training Program
- Divide into two's and have each person introduce the other. (or some other ice-breaker)

What is Family Day Care?

- Ask class and list on the board the advantages and disadvantages for the child, parent, and provider. (See following pages for suggestions.)
- Introduce filmstrip asking the trainees to look for different types of providers, numbers of children, and varieties of settings.

Break

How Do I Feel About Myself, Infants and Parents?

Observation

- Discussion led by Internship Supervisor

Demonstration

- What to do with boxes of all sizes and shapes: stove, table, refrigerator, playhouse, store, push-pull toy, tunnel, nesting, sorting, blocks.

Assignments

- Make "get acquainted" visit to Family Day Care Home.
- Save milk cartons for next session to cover with contact paper and make blocks; find suitable box for easel.
- Instructor show samples of blocks.

OBJECTIVES:

1. Understand what is involved in Family Day Care.
2. Develop a positive self-image related to the importance of the role of a Family Day Care Provider.
11. Make appropriate learning materials from common available items. (This one will apply to all sessions.)
12. Understand that infant environments should be generated from home experiences rather than a preschool model.

Audiovisuals; Handouts; Resource People

Resource People:

- Director or Instructor, Intern Supervisor or other staff

Filmstrip

- "Just Like a Family" from Day Care for Children series, Pacific Oaks College.

Discussion Sheets

- "Some Questions"
- "How Do I Feel?"
- "Observation+Appropriate Interaction=Competency"
- "Infant Observation Interaction Sheet"

Resource Pamphlets

- Infant Care
- A Doctor Discusses the Care and Development of Your Baby (See Bibliography for other choices.)

Advantages of Family Day Care for the Child

- The home can be a loving healthy atmosphere for the total growth of children.
- The home offers an excellent learning environment.
- It has a smaller group of children.
- It has a wider age range of children so the children can learn from one another.
- The same adult is the caregiver.
- There can be greater individuality of care which enhances the child's feelings of selfworth.
- There can be a continuity of care from infancy through school age

Advantages of Family Day Care for the Parent

- Children under two years of age can be cared for, and the children do not have to be toilet trained.
- The home can be located in the neighborhood or on the way to work.
- Providers can be more flexible about their hours.
- Providers can often take two or more children from the same family so that the children need not be separated and the time and energy spent in going to different locations is eliminated.
- It is possible to care for the slightly ill child so the parent does not have to stay home from work.
- The parent knows the same person will be caring for the child.
- There can be a continuity of care from infancy through school age.
- The children will have a "home-away-from-home" and the parent becomes a friend of the family.

Adapted from Guide For Family Day Care. Salt Lake City, Utah: E.I.D. Associates, Inc. n.d., pp. 2 - 4.

Advantages for the Family Day Care Provider

- She can be home with her own children.
- Her children will have other children with whom to share and play.
- She can care for her own children when they are ill.
- It is a rewarding job to enable children to grow and learn.
- She does not have to drive to a job.
- She spends less money for clothing.
- She can choose the number of hours she wants to work and the vacation time she wants (within limits).
- She can choose the number, age, and type of children she wants (within licensing limits).

Disadvantages for the Family Day Care Provider

- The pay is low and the hours are long.
- She has little contact with adults during the day.
- The family might be unhappy about day care children being in the home when they get back from school or work.
- The family might object to having extra baby equipment in the home.
- There is little status for Family Day Care Providers.
- There are no benefits such as insurance and sick leave.
- Her own children sometimes object to day care children sharing their mother, room, and toys.
- The provider may have children for ten hours a day without a break.

Disadvantages of Family Day Care

- It is a less public form of child care. There is less outside supervision and accountability.
- The child does not have contact with a variety of adults who may be able to offer a wider range of experiences.
- Some children do better in larger groups with more opportunities for contact with a wider variety of children.
- The learning environment may not provide as much variety as a child care center.

Class and Workshop Sessions

Week II: LICENSING (when applicable)

What is involved in obtaining a license?

- Explanation of the process and assistance with filling out the forms.

How to join a Family Day Care Association

BUSINESS ASPECTS

Contracts

Bookkeeping and Records

Insurance

- Have trainees check with their insurance agent to see if homeowner's policy covers Family Day Care Children.
- Discuss the sample insurance program.
(See following pages.)

Financial Problems

- In the event of non-payment of fees, check with local law enforcement agency about small claims court procedures.
- Damage to the home can be handled with direct payment by parent or listed as an actual day care expense.

Obtaining Children

(See following pages for background information.)

Break

Workshop

- Make milk carton blocks and discuss how they can be used as well as the value of other blocks and block play.
- Discuss first visit to Family Day Care Home.

Audiovisuals; Handouts; Resource People

Resource People

- Licensing worker
- Representative of Resource and Referral Center and/or Family Day Care Association.

Discussion Sheets

- "A Good Beginning"
- "Suggestions for Agreements Between Parent and Provider"
- "Financial Record Keeping"

Resource Person

- Income tax expert

Workshop Sheet

- "Milk Carton Blocks"

Class and Workshop Sessions

Audiovisual; Handouts; Resource People

Assignment

- Use "Observation Sheet" to observe children and provider.
- Bring hanger to make mobile.
- Save different size cans that fit inside each other and a coffee can with lid.
- Instructor shows samples of mobile, nesting cans and coffee can bank.

OBJECTIVES:

9. Set up a simple record keeping system and use it for tax reporting purposes.
10. Understand the licensing procedure and begin the application process.

Sample Insurance Plan

A SPECIAL INSURANCE PLAN DESIGNED FOR DAY CARE PROVIDERS

Providing Family Day Care Services demands personal involvement with children and their individual situations. Unfortunately, such involvement in the course of your work may sometimes place you in a situation where you are vulnerable to legal action or medical expenses.

There is always the possibility that a child you are caring for may sustain an injury and that you may be responsible for the medical treatment for the child. Whenever an accident occurs it may be alleged that you were providing negligent care for the child. This could result in legal action against you.

Lawsuits are unpleasant. They're also expensive. Any claim by one of your child's parents for alleged negligence must be defended.

For these reasons, and others too numerous to mention, a special insurance plan has been designed for Family Day Care Providers.

This program provides the broadest coverage available in the country today.

Who is eligible? Any home which is a member of the association this program was designed for may apply for the Insurance Program.

Who is covered? All children enrolled in a participating member home, which has applied for the Insurance Program. Your own children are not covered.

COVERAGE HIGHLIGHTS, LIABILITY POLICY

- 1) Protection in the event a child in your care is injured and a claim or lawsuit is brought against you by the child's parents or guardian.
- 2) Protection from any claim for bodily injury and/or property damage to other persons or property of others because of any act of the day care child, or as a result of your operations as a Day Care Home.

- 3) Protection for any liability claim for bodily injury or property damage caused by the Day Care Child or Day Care Parents while away from the Day Care Residence or injury to someone in your home who is not a household member.
- 4) Personal Injury Liability including: Libel, Slander, False Arrest, Wrongful Eviction (or Entry), Malicious Prosecution, and Alienation of the affection of a Day Care Child from his/her parents.
- 5) Incidental Malpractice Liability: Covering claims for failure to provide needed medical care, therapy, diet or other special needs.
- 6) Limits of Liability are \$300,000.00.
- 7) Contractual Liability: pertaining to Day Care Operations.
- 8) Covers latch key children (children before and after school), coverage while the child is on his way to school and home again.
- 9) Will cover if substitute Day Care Provider is in charge.

COVERAGE EXCLUSIONS, LIABILITY POLICY

- 1) Property Damage to any property owned by, rented or loaned to any Day Care Provider or person residing in the Day Care Provider's Household.
- 2) Bodily Injury or Property Damage caused by the use or operation of any Land Motor Vehicle.

COVERAGE HIGHLIGHTS, ACCIDENT POLICY

Scope of Coverage:

Day Care Providers* and Day Care Children enrolled in a home, which is a member of the Group Policyholder, and whose name is on file with the company are covered

* The Day Care Provider is covered only if the Group Policyholder has elected to obtain this coverage.

while participating in Day Care Activities and such participation is on the premises designated by and under the direct supervision of each Member Home.

The wording "premises designated by and under" covers activities on the premises designated by the Member Home. This means coverage not only at the address of the Member Home, but, also provides coverage at any other location where the Member Home has an organized activity such as a trip to a museum, a picnic, etc.; or while traveling directly to or from the place of such activities and such person's place of lodging.

Benefits Provided:

- 1) **Accidental Death & Dismemberment:** Pays a lump sum benefit for loss of life, limbs, or sight, occurring within 180 days of a covered accident. If more than one loss results from the same accident the largest applicable benefit will be paid.
- 2) **Accident Medical Expense:** Pays expenses for necessary medical or surgical treatment, services or supplies if the first expense is incurred within 25 weeks of the date of the accident. For any one accident covered, expenses will be paid up to the maximum amount if they are incurred within 2 years of the date of the accident.

Benefit Amounts:

- 1) \$2,000.00 Accidental Death
- 2) \$10,000.00 Accidental Dismemberment (Maximum Benefit)
- 3) \$10,000.00 Accident Medical with a \$250.00 limit on dental expense.

Used by permission:

Insurance Programming Associates, P.O. Box 1085, Studio City, CA 91604

Obtaining Children

- Talk to your neighbors. Find out about working mothers with young children in your area. Compile a list of names and speak to them personally. As you talk to each one, ask for the names of other mothers with small children.
- Make telephone contacts.
- Place notices in local newspapers and organization newsletters.
- Place notices on bulletin boards (laundromats, shopping centers, churches and schools).
- Contact your local Family Day Care Association and/or Child Care Resource and Referral Center.
- Contact your local Employment Office and Welfare Agency.
- Make available to your local elementary school a list of Family Day Care Providers in the area. With the principal's permission, be available to talk to parents during school registration.
- Visit child care centers near your home and ask them to call you or give your name to parents if they are full or if the parent has a child of the age for whom they are not licensed.

Adapted from Guide for Family Day Care, Salt Lake City, Utah: E.I.D. Associates, Inc. n.d., pp. 5 - 7.

Class and Workshop Sessions

Audiovisuals; Handouts; Resource People

Week III: INFANT DEVELOPMENT

Age Characteristics

Infant Care, pp. 23-31; Gesell (See Bibliography)

Differences in Temperament

- Stella Chess; T. Berry Brazelton, (See Bibliography)

Toilet Training

- (Background material by T. Berry Brazelton, M.D., on following pages.)

Relationship of Age to Play Materials

Break

Workshop

- Make mobile (or hanging crib toy), nesting can, and coffee can bank.
- Discuss Observation Record of children observed in Family Day Care Home.

Assignments

- Observe how Family Day Care Home is set up inside and outside.
- Bring soft drink cans, oatmeal boxes, etc. to make instruments.
- Instructor show samples of instruments.

Filmstrip

- "First Steps: First Words" from Parents' Magazine Series: The First 18 Months

Resource Person

- Infant Development Specialist (if needed)

Discussion Sheets

- "Learning to Use the Toilet"
- "Month by Month Play Chart"

Resource Pamphlet

- Baby Care Basics
- Johnson and Johnson

Workshop Sheets

- "Mobile"
- "Hanging Crib Toy"
- "Nesting Cans"
- "Coffee Can Bank"

OBJECTIVES:

4. Understand the developmental needs and characteristics of infants and toddlers.
5. Understand how infants and toddlers learn through play and exploration.

Toilet Training

A CHILD-ORIENTED APPROACH TO TOILET TRAINING

by
T. Berry Brazelton, M.D.

Pediatricians have a unique opportunity to prevent problems for the child in the area of bowel and bladder control. Since the advent of streamlined diaper care has liberated mothers in our culture from the real need to "train" their children early, this step may be viewed more honestly as a major developmental task for the child. Proper timing of this may enable him to achieve mastery for himself. The ultimate value of such self-achievement can be easily weighed against the adverse effects of inopportune training by an adult society....

Parents and pediatricians are aware that the child's autonomous achievement in any developmental area frees him to progress to more advanced areas. Faulty mastery may leave him with a deficit that results in regression under stress.... But in healthful situations, parents can be encouraged to produce a positive reaction in the child to his control of bowel and bladder....

THEORY

The method suggested was constructed on several assumptions based on observations of physical and emotional maturation in children....

Other aspects of motor development participate in the ease with which a child achieves training. He must be able to sit and to walk in order to maintain some degree of autonomy about leaving the potty chair, and some understanding of verbal communication is a help.

The developmental energy invested in learning to walk on his own is freed after 15 to 18 months and can be transferred to the more complex mastery of sphincter control and toilet training.

There must be a psychologic readiness associated with a desire to control the impulses to defecate and urinate....

At about two years of age there is a period in most children in our culture that is characterized by organizing and setting things in their proper places. Even a trend toward personal cleanliness may develop. These trends are useful in understanding a readiness for toilet training.

Adapted from article in PEDIATRICS 29 (1): 121, January 1962. Copyright American Academy of Pediatrics 1962.

PROCEDURE

1. Preparation

Advice was geared to each individual situation. At the 9-month visit the question of future toilet training was raised with the parents. Because the grandparents' generation usually began to press them at this time, it has proven to be an optimal period for the discussion of future plans in this area. With a program planned, the parents were better able to withstand outside pressure to institute an early attempt at training the child.... The importance of a relaxed, unpressured approach to training for the child was constantly stressed.

2. Readiness

This method was presented as an adjunct to helping the child meet society's demands in this area. Because there is little innate in the child that leads him to want to be clean and dry, it must be understood as a kind of compliance to external pressure.... Hence the optimal timing for such pressure must be geared to each child's physical and psychological readiness to cooperate. With his autonomous achievement of this major task, the reward for him is equivalent to that seen with his mastery of standing and walking and becomes a valuable step in his developmental progress. The danger of residual symptoms is then at a minimum.

The importance of timing the introduction of this method to the child's readiness and of allowing him freedom to master each step at his own pace, was reiterated at each subsequent visit....

3. Method of Training

At some time after the child is 18 months of age, a "potty chair" on the floor is introduced as the child's "own chair." During the period of getting familiar with it, association between it and the parents' toilet seat is made verbally. At some routine time, the mother takes him each day to sit on his chair in all his clothes. Otherwise, the unfamiliar feeling of a cold seat can interfere with any further co-operation. At this time, she sits with him, reads to him or gives him a cookie. Since he is sitting on a chair on the floor, he is free to leave at will. There should never be any coercion or pressure to remain.

After a week or more of his co-operation in this part of the venture, he can be taken for another period with his diapers off, to sit on the chair as the routine. Still no attempt to "catch" his stool or urine is made. "Catching" his stool at this point can frighten him and result in his "holding back" for a longer period thereafter. This gradual introduction of the routine is made to avoid setting up fears of strangeness and of loss of "part of himself."

When his interest in these steps is achieved, he can be taken to his pot a second time during the day. This can be after his diapers are soiled, to change him on the seat, dropping his dirty diaper under him into the pot, and pointing out to him that this is the eventual function of his chair.

When some understanding and wish to comply coincide, there will be verbal or active compliance on the first routine trip. Then he can be taken several times a day to "catch" his urine or stool, provided he remains willing.

As interest in performance grows, the next major step becomes feasible. All diapers and pants are removed for short periods, the toilet chair is placed in his room or play area, and his ability to perform by himself is pointed out. He is encouraged to go to his own pot when he wishes and by himself. He may be reminded periodically that this is indicated. When he is ready to perform alone, this becomes an exciting accomplishment, and many children take over the function entirely at this point. Training pants can be introduced, the child instructed as to their removal, and they become an adjunct to his autonomous control. The excitement which accompanies mastering these steps by himself is well worth the postponing until he can accept them....

These steps are stressed as the child's achievement, and when there is a breakdown the parent is urged to stop the process and to reassure the child. He needs the reassurance that he is not "bad" in his failure to achieve, and that someday he will co-operate when he is "ready."

RESULTS

This is a child-oriented program which allows mastery according to the child's own pace. The study of 1,170 patients over 10 years by Dr. Brazelton indicated that it prevented harmful residual symptoms.

Class and Workshop Sessions

Week IV: ENVIRONMENTS FOR INFANTS AND TODDLERS

Setting up the home

Toys: Types, how to make them and where to buy them

"The Right Ingredients"

- Show filmstrip and follow with discussion.
- Use blackboard listing the "Right Ingredients" and compare activities in a Family Day Care Home and a child care center

Break

Workshop

- Make musical instruments while playing records for use with infants and toddlers.
- Discuss setups of the internship homes.
- Show sample of "soft stairways"

Assignments

- Think about what you need to do with your home to get it ready for child care.
- Use Observation Sheet to record language at Family Day Care Home.
- Bring in box for easel.
- Instructor show sample of easel and clown bean bag throw.

Audiovisuals; Handouts; Resource People

Filmstrip

- "Discovering the World"
Parents' Magazine

Discussion Sheets

- "Arranging Your Home for
Day Care"

- "Selecting Toys and Play
Materials"

Filmstrip

- "The Right Ingredients"
Pacific Oaks

Workshop Sheets

- "Musical Instruments"
- "Songs, Games, and Finger-
plays"
- "Soft Stairways"

OBJECTIVES:

8. Create a comfortable and stimulating environment in the home.

Also Objective 2 (see Week I); Objectives 4 and 5 (See Week III); and Objective 12 (see Week I).

Class and Workshop Sessions

Audiovisuals; Handouts; Resource People

Week V: LANGUAGE, MOTIVATION AND
INTELLECTUAL DEVELOPMENT

The Importance of Language to Intellectual Development

Motivation and Self Concept

- Use Piaget and Erikson as Resources

Break

Workshop

- Instructor bring many magazines for pictures
- Make books and discuss the use of books with infants and toddlers
- Discuss language recorded on Observation Sheets
- Make tabletop easel and discuss the value of art activities for toddlers.

Assignments

- Call the nearest hospital to your home and find out about their emergency procedures
- Bring materials to make stuffed toys
- Show samples

Filmstrips

- "Language Development" from the series: Human Development: The First 2½ Years Concept Media
- "How an Infant's Mind Grows"
- "How Language Grows" from series: Understanding Early Childhood Ages 1 Through 6 Parents' Magazine

Resource Person Infant Specialist

Discussion Sheets

- "Environments for Growing and Learning - Intellectual Development Parts I, II, III"

Workshop Sheets

- "Personalized Plastic Protected Books"
- "Table-Top Easel"
- "Bean Bags"

OBJECTIVES:

4. Understand the developmental needs and characteristics of infants and toddlers.
5. Understand how infants and toddlers learn through play and exploration.

Class and Workshop Sessions

Week VI: HEALTH AND SAFETY

Safety

- Child proofing the home
- Equipment
- Emergency procedures

Health

- Caring for sick children
- Guidelines for administering medication
- Procedure when illness occurs

Break

Workshop

- Make stuffed toys
- Discuss issues related to health and safety

Assignments

- Observe relationships between provider and parents in Family Day Care Home
- Bring in materials for making puppets
- Instructor show samples of puppets

Audiovisuals; Handouts; Resource People

Film

- The Vital Link

Discussion Sheets

- "Safety Awareness Checklist"
- "First Aid Kit"
- "Guide to Medical Emergencies"

Resource Pamphlet

- It Hurts When They Cry

Resource Person

- Pediatrician

Workshop Sheet

- "Stuffed Toys"

OBJECTIVE:

7. Set up health and safety procedures in the home.

Class and Workshop Sessions

Week VII: FEELINGS AND RELATIONSHIPS

Separation Anxiety

Relationships with Parents

Relationships among Children

Break

Workshop

- Make puppets
- Discuss using puppets to express feelings
- Discuss Provider - parent relationships seen in homes

Assignments

- Observe types of discipline used in internship home.
- Bring in bleach or other plastic bottles
- Instructor show samples of sand toys

Audiovisuals; Handouts; Resource People

Filmstrips

- "Mondays and Fridays"
Pacific Oaks

- "Styles of Interactions"
Concept Media

Discussion Sheet

- "Relationships in Family Day
Care: Caregiver and Parents"

Workshop Sheets

- "Pop-up Puppet"
- "Basic Puppet"
- "Basic Puppet Pattern"
- "Stick Puppets"

OBJECTIVE:

3. Understand the importance of communication with the parents of the children in their care.

Class and Workshop Sessions

Audiovisuals; Handouts; Resource People

Week VIII: FEELINGS AND RELATIONSHIPS

Discipline

Child Abuse

Resource Person

- Internship supervisor or other mental health specialist

Discussion Sheet

- "Relationships in Family Day Care: Discipline"

Break

Workshop

- Make sand toys and play dough
(Instructor provides flour, salt and oil.)

Workshop Sheets

- "Sand Toys"
- "Play Dough Recipes"
- "Tire Swing"

Assignments

- Observe foods and how feeding is handled in the Family Day Care Home
- Bring recipe ingredients unless supplied by program

OBJECTIVES:

3. Understand the importance of communication with the parents of the children in their care.
4. Understand the developmental needs and characteristics of infants and toddlers.
5. Understand how infants and toddlers learn through play and exploration.
8. Create a comfortable and stimulating environment in the home.

Class and Workshop Sessions

Audiovisuals; Handouts; Resource People

Week IX: NUTRITION

Meal Planning, Menus, Budgets

Allergies, Hyperactivity and Weight Problems

Providing Food vs. Parents Providing It

Film

- Eat, Drink, and Be Wary

Discussion Sheets

- "Nutrition"
- "Four Basic Food Groups"
- "Food to Avoid"
- "Nursing Bottle Mouth"

Administer Post-test

Break

Workshop

- Make one or more recipes listed in Discussion Sheets
- Individual evaluation interviews with Internship Supervisor

OBJECTIVE:

6. Plan and serve nutritious snacks and meals.

Class and Workshop Sessions

Audiovisuals; Handouts; Resource People

Week X: PRESENTATION OF CERTIFICATES

Welcome

Introduction of Guests and Staff

Short talk about the Training Program and the importance of Family Day Care

Presentation of Certificates

Refreshments

Invited Guests

- Agency or institution personnel
- Advisory Committee
- Resource Persons
- Family and Friends

Display of materials made in workshop sessions

Display of resource books and pamphlets; photographs taken during the training session

OBJECTIVE:

2. Develop a positive self-image related to the importance of the role of a Family Day Care Provider.

Internship in The Family Day Care Home

The Format

Onsite experience in the Family Day Care Home is a critical part of the training program. The format which follows was devised after much experimentation and evaluation by the staff, the advisory committee, and the trainees.

WEEK I	Class only
WEEK II	Home "A" -- Get acquainted visit
WEEK III	Home "A" -- Use observation sheet (in Discussion and Workshop Sheets)
WEEK IV	Home "A" -- Participation Home "A" -- Evaluation by Family Day Care Provider Meet with Internship Supervisor
WEEK V	Home "A" -- Participation
WEEK VI	Home "A" -- Participation
WEEK VII	Home "A" -- Last Day
WEEK VIII	Visit Infant Center
WEEK IX	Visit Home "E"
WEEK X	Visit Home "C"
	Exit Interview with Internship Supervisor

Onsite training should begin the second week of the session, and six weeks should be spent interning in one home. One of the weeks should include the whole day, if possible. If this is not possible, then two different days should include arrival time and departure time. That is, the day should begin when the first child arrives, and another day should begin late in the afternoon so that the trainee is in the home when the last child is picked up. In this way, the trainee may get a reality orientation to the long day of the Family Day Care Provider.

Following the six-week block in one home, one morning should then be spent in a visit to an Infant Center. A discussion of what was observed should follow the visit. This provides a good basis for a discussion of center care and home care for infants and toddlers. The final two weeks of internship should be spent visiting two different Family Day Care Homes.

The six-week block allows for continuity for observation, beginning to participate, and full participation in one home. Rapport and trust can be established among the trainee, the provider, and the children in that home. The infant center visit offers a basis for comparing home care and center care. The visits to the two different homes offer the trainee more ideas about how homes are set up for child care and methods of caring for children in homes.

The Family Day Care Homes

Licensed Family Day Care Providers were recruited to open their homes as sites for trainees. Announcements were placed in the bulletin of the local Family Day Care Association. A staff member from the local Child Care Resource and Referral Center coordinated the recruitment. A local licensing worker might also be able to supply names of licensed homes.

The Providers functioned as consultants and resource persons. As an added incentive they were paid a token stipend of twenty dollars per trainee under their supervision. It is recommended that this amount be increased to twenty-five dollars and be included in the budget.

Each potential site should be called and visited by the internship supervisor. This step is essential, since a license is not a guarantee of quality care. If participation in the program is mutually acceptable, the Provider should be given the necessary forms to fill out.

The supervisor then works out a schedule which will be mutually satisfactory to the provider, the trainee, and the supervisor. This is a difficult task which should be done before the sessions start. Two trainees per Provider is the recommended number. This would mean disruption of the normal routine for the children for only two days out of five. The ideal would be only one trainee per provider if enough homes could be secured.

Insurance

A release form (See Appendix D) was developed indicating that the trainee was a "guest" in the home of the Provider and therefore would be covered under a homeowner's liability policy. In some cases the blanket insurance policy of the sponsoring agency or institution would cover the trainee.

Evaluation

The Family Day Care Provider should be given a copy of the Discussion and Workshop Sheets so there is continuity between the class and the home. Any discrepancy between actual home practice and "preferred practice" can become a subject for discussion in the class and with the internship supervisor.

The Family Day Care Provider evaluates the trainee using the Evaluation Form (Appendix G) at the midpoint and at the end of the six weeks the intern spends in that home. The completed forms are given to the supervisor when the trainee is observed (week three or four). After the observation, the supervisor has an informal supportive discussion with the trainee using material from the observation and the Provider's evaluation. The form is completed again by the Provider at the end of the six weeks. This evaluation is used to indicate any changes in behavior. The last day of the entire training session the supervisor conducts an exit interview with each trainee (Appendix H).

Certificates

Upon completion of the course Certificates of Completion (Appendix I) were presented to the trainees. Members of the Advisory Committee and families of trainees were invited to attend and refreshments were served. This was a very special and important time for the trainees. At the end of the third session, the presentation was combined with a family picnic in the park. Trainees from previous sessions were also invited.

Certificates of Appreciation (Appendix J) were presented to all the members of the Advisory Committee. It is recommended that the presentation of certificates be included as a part of the final training session in order to assure the attendance of all participants.

It is important for trainees to understand that a certificate does not entitle them to a license. That function belongs solely to the licensing agency.

Cost Factors

Although mentioned separately in other sections of this manual, the cost factors will be repeated here for clarity. Each trainee was paid \$3.25 per hour for the three hours in class plus three hours of internship for a total of six hours. Trainee stipends probably would not be a part of any replication program.

Expenses would include the salaries of the instructor for three hours per week and the internship supervisor for six hours per trainee. Provision would need to be made for someone to coordinate the program. It could be made part of the responsibility of an administrator within the institution or agency or it could be included with the responsibilities of the instructor or internship supervisor with appropriate compensation.

Consultants who serve as resource persons for the classes will often donate their services. Trainee materials, such as pamphlets and craft supplies can be supplied by the program, the trainees, or donated by persons in the community.

The sponsoring institution or agency, hopefully, will provide in-kind contributions of a classroom, audiovisual, bookkeeping, clerical, telephone, and duplicating services.

The trainees who have children will pay for the cost of child care during the class sessions. Refreshments can be provided on a donation basis by participants.

This program should be replicable at low cost to the sponsoring agency or institution.

Evaluation and Outcomes

A complete analysis of the data collected will be found in the Final Report of this project which can be found in the ERIC system. Three types of evaluation were performed.

The first type was an assessment of the levels of information and attitudes in pertinent areas prior to and after program intervention. For this purpose a pre-test/post-test design was used involving two instruments (Appendixes E and F). The first instrument measures the degree of information the trainees felt they needed. The trainees indicated whether they needed "no," "some," or "much" help. The second instrument measures values and attitudes related to child growth and development. Although analysis of the data indicated some changes, the most important use of these instruments is probably for the purpose of planning by the instructor of the class.

The evaluation instrument (Appendix G) to be used by the Family Day Care Provider in the internship experience did not produce any conclusive hard data. It, too, is most useful in providing additional information for the internship supervisor. It can be used as an aid for the conference time with the trainees.

The second type was a formative evaluation done by the staff, advisory committee and trainees. The results of this evaluation are incorporated in all of the earlier sections of this manual. A similar type of ongoing evaluation of the process should be used by those replicating this program in order to make appropriate changes for each individual situation.

The third type of evaluation included outcomes in terms of demographic data (taken from the Application Form, (Appendix B), the Exit Interview (Appendix H), and a Followup Survey (Appendix I). All of these forms will be appropriate and useful for each institution or agency replicating this project.

Appendix A

Publicity Flyer

Infant Family Day Care Training



Do You. . . .

- Want to become a Licensed Family Day Care Provider?
(taking care of children in your own home)
- Want to Take Care of Infants?
(Children 0-2 years of age)



We Can Offer You. . . .

- 9 week training session
- 6 hours per week: 3 hours classroom/workshop
3 hours in a Family Day Care Home
- An hourly rate will be paid to you for the training time
- Help with the licensing process
(granting the license is solely the responsibility
of the Department of Social Service)

For Information

Doris McClain- Project Director 365-8271 extension 276
or Fran McHale- Child Care Resource Center 781-7099

Offered Through:

Los Angeles Mission College
1101 San Fernando Road
San Fernando 91340

Funded By:

U. S. Office of Education Women's Educational Equity Act

Appendix B

Application for Training

Infant Family Day Care Provider

INFANT FAMILY DAY CARE TRAINING PROJECT

Offered by: Los Angeles Mission College
1101 San Fernando Road
San Fernando, Calif. 91340

Project Director: Doris McClain 365-8271 Ext. 276
Name _____
Last First Middle
Address _____
Number Street City Zip
Telephone _____ Soc. Sec. No. _____
Date of birth _____ Place of birth _____
Marital status: Single _____ Married _____ Divorced _____ Widowed _____
Number of children in household _____ Ages _____
Number of adults in household _____
Have you had courses that dealt with infant or child care? No _____ Yes _____
Describe: _____

Have you had courses that dealt with infant or child care? No _____ Yes _____
Describe: _____

For Affirmative Action Research: (Optional)

Sex: _____ Ethnic Group/race: _____
_____ Male _____ Black _____ Asian American
_____ Female _____ Spanish-surnamed _____ Caucasian/white
_____ Hispanic _____ American Indian

List 3 references of people not related to you:

1. Name: _____
Address _____
City Zip
2. Name: _____
Address _____
City Zip
3. Name: _____
Address _____
City Zip

I certify that all statements on this application are true and complete to the best of my knowledge. I understand false or incomplete statements shall be sufficient cause for disqualification.

Signature _____

Date _____

EDUCATION	17 EDUCATION Circle Last Grade Completed 6 7 8 9 10 11 12										DATE LEAVING		DID YOU GRADUATE? YES ☐ NO ☐		IF NOT HAVE YOU PASSED A G.E.D. TEST? YES ☐ NO ☐	
	NAME AND LOCATION OF COLLEGES OR TRADE SCHOOLS ATTENDED		DATES ATTENDED		CREDITS COMPLETED SEM. UNITS QTR. UNITS		MAJOR SUBJECT OR COURSE		UNITS COMPLETED IN MAJOR		DEGREES OR CERTIFICATES					
	FROM		TO													
	FROM		TO													
	FROM		TO													
	FROM		TO													
	FROM		TO													

18 EXPERIENCE Begin With Your Most Recent Job. LIST ALL JOBS AND ANY PERIODS OF UNEMPLOYMENT. INCLUDE MILITARY SER. VICE LIST BELOW AND ON ATTACHED SHEET IF NECESSARY.										LIST HOBBIES AND VOLUNTEER WORK, IF ANY.									
DATES		EMPLOYERS				DUTIES													
FROM Mo & Yr		NAME OF PRESENT OR LAST EMPLOYER				YOUR TITLE													
TO Mo & Yr		ADDRESS				DUTIES													
TOTAL MONTHS WORKED		CITY AND STATE																	
HO. RS PER WEEK		SUPERVISOR'S NAME																	
MONTHLY SALARY \$						REASON FOR LEAVING													
FROM Mo & Yr		NAME				YOUR TITLE													
TO Mo & Yr		ADDRESS				DUTIES													
TOTAL MONTHS WORKED		CITY AND STATE																	
HO. RS PER WEEK		SUPERVISOR'S NAME																	
MONTHLY SALARY \$						REASON FOR LEAVING													
FROM Mo & Yr		NAME				YOUR TITLE													
TO Mo & Yr		ADDRESS				DUTIES													
TOTAL MONTHS WORKED		CITY AND STATE																	
HO. RS PER WEEK		SUPERVISOR'S NAME																	
MONTHLY SALARY \$						REASON FOR LEAVING													
FROM Mo & Yr		NAME				YOUR TITLE													
TO Mo & Yr		ADDRESS				DUTIES													
TOTAL MONTHS WORKED		CITY AND STATE																	
HO. RS PER WEEK		SUPERVISOR'S NAME																	
MONTHLY SALARY \$						REASON FOR LEAVING													
FROM Mo & Yr		NAME				YOUR TITLE													
TO Mo & Yr		ADDRESS				DUTIES													
TOTAL MONTHS WORKED		CITY AND STATE																	
HO. RS PER WEEK		SUPERVISOR'S NAME																	
MONTHLY SALARY \$						REASON FOR LEAVING													

Appendix C

Family Day Care Fact Sheet

1. WHAT IS A FAMILY DAY CARE HOME?

It is a private family home where care and supervision of children are given during the hours their parents work or attend school. Most working mothers and those who need some free time like to have a Day Care Home close to their own. For this reason, homes are needed in every neighborhood.

2. WHO ARE DAY CARE CHILDREN?

They are babies, preschoolers and school-age children. They may need full day care or part-time care. Also, homes are needed which offer care for children during non-business hours (i.e. swing shift, weekends, or irregular hours).

3. WHAT IS INVOLVED?

Because these children are away from their own family they especially need affection and attention. Your supervision will include:

- a. Love for children
- b. Security for the child
- c. Nutritious meals and snacks
- d. Napping facilities
- e. Adequate play space, indoors and out
- f. Sufficient toys and play equipment
- g. Cooperative planning with parents

4. IS A LICENSE REQUIRED?

Yes, in most states a license is required for regular care in the home of another person of unrelated children even when no charge is made for this service. No license is required for care given in the child's own home. The license is usually free of charge.

5. HOW ARE CHILDREN SECURED FOR THE DAY CARE HOME?

Contact your local child care referral service. In addition, many homes do their own advertising through their local newspaper or simply postcards at markets and schools and other places in their area. Many mothers are already providing this service and know of children who need care. Essentially, you are establishing your own child care service and setting your own fees and hours of operation. For your protection, day care liability and accident insurance is available at a group rate through a Day Care Association.

Adapted from LOS ANGELES COUNTY DEPARTMENT OF PUBLIC SOCIAL SERVICES FAMILY DAY CARE RECRUITMENT AND RETENTION UNIT

Appendix D

Guest Release Slip

INFANT FAMILY DAY CARE TRAINING PROJECT

**L. A. Mission College
1101 San Fernando Road
San Fernando, CA 91340**

I have the privilege of being a guest in the Family Day Care Provider's home to observe in order to learn the skills of infant caregiving.

Signature: Trainee

Date

Signature: Project Director

Date

Appendix E

Pre-and Post-Test Information Instrument

Name _____

Help us make plans for the program by telling us in which areas you think you will need the most information and help.

I will need

No	Some	Much	help in
			Setting up the home to provide day care.
			Observing and identifying children's needs in order to help each child feel appreciated, competent, and important.
			Planning environments and activities to help each child grow.
			Guiding children to live harmoniously with others.
			Working supportively with parents.
			Handling sickness, accidents, and emergencies.
			Keeping records for business and income tax purposes.
			Locating community agencies that can help when needed.
			Organizing my time, energy and efforts so as to meet my own needs as well as those of my own family and my day care children and their parents.
			Planning nutritious,economical meals and snacks

Add any other topics or areas you would like to have covered 55

Appendix F

Pre-and Post-Test Attitude Instrument

Name _____

Here are some issues that often come up when you are caring for young children. There are no final answers on these issues. Caregivers and parents will have different feelings depending upon their values and attitudes. The purpose of asking you to react to the statements is mainly to make you aware of your own values and also to increase your awareness that others may feel differently. We will be discussing these issues in class during the weeks to come.

	Agree	Dis- agree	It Depends	Because
1. Children learn by watching T.V.				
2. Women with babies should stay home if possible and not work.				
3. Toilet training is acceptable with children under a year old.				
4. Young children should be allowed to make decisions.				
5. When children start walking and exploring the environment, breakables should be put out of reach.				
6. Children under a year can help feed themselves.				
7. A baby should be held while having a bottle rather than propping the bottle for him or letting him hold it for himself.				
8. In case of a disagreement between the parent and the caregiver on ways of handling a child, the parent's wishes should be respected whenever possible.				
9. In caring for infants, it is difficult to establish a daily routine because infants vary so from day to day.				
10. Encouragement is a form of discipline.				

	Agree	Dis- agree	It Depends	Because
11. The role of a family day care provider is that of a substitute mother rather than a teacher or a baby-sitter.				
12. The infant caregiver is mainly concerned with a child's physical needs.				
13. The family day care provider should supervise and be within sight of the children (who are awake) at all times.				
14. It takes a lot of expensive equipment and toys to have a really outstanding family day care home.				
15. If children want to help with the housework and preparation of meals this should be allowed.				
16. In playing house, boys who want to dress up as mothers should be discouraged from this kind of pretending.				
17. Keeping a house clean and neat is a very important part of family day care.				
18. Thumb sucking harms the teeth and should be discouraged.				
19. A child should give up the bottle by the time he or she is one year old.				
20. You spoil a baby when you pick it up every time it cries.				
21. Infants learn from play with objects.				

Appendix G

Trainee Evaluation in Day Care Home Experience

Name of Trainee _____

Date _____

INTERACTION -- The trainee:

follows directions and cues from caregiver.	1	2	3	4	5	n
works as a partner with the caregiver.	1	2	3	4	5	n
interacts with infants.	1	2	3	4	5	n
interacts with infants keeping in mind differing needs and abilities.	1	2	3	4	5	n
takes cues from the infant and allows the infant to play an active part in his/her development.	1	2	3	4	5	n
promotes interaction between infants.	1	2	3	4	5	n
sees crying as an infant's way of communicating and reacts to it as such.	1	2	3	4	5	n
shows enjoyment in caring for infants.	1	2	3	4	5	n
is affectionate to infants whenever possible.	1	2	3	4	5	n

COMMENTS:

ROUTINES -- The trainee:

follows direction and cues from caregiver.	1	2	3	4	5	n
knows routines.	1	2	3	4	5	n
uses routines as a learning experience for the infants.	1	2	3	4	5	n
meets the differing needs and abilities in infants.	1	2	3	4	5	n
reacts to emergencies calmly, and is prepared for them.	1	2	3	4	5	n

COMMENTS:

ENVIRONMENT - The trainee:

provides materials for infants that are appropriate.

1 2 3 4 5 n

encourages exploration of environment.

1 2 3 4 5 n

adds novel and challenging experiences while providing a familiar and predictable environment.

1 2 3 4 5 n

COMMENTS:

I have seen the above evaluation and have discussed it with the supervisor.

Trainee _____

Supervisor _____

The scoring of this evaluation is from 1 to 5 on each item. The scale begins at 1 for NEEDS IMPROVEMENT and continues to 5 for EXCELLENT. The "n" stands for skills that were not able to be observed at this observation.

Appendix H

Exit Interview

Name of Trainee _____ Date _____

Did you like your placement? Why?

What did you learn from your participation that would help you in your own day care?

Did you enjoy working with this age group? Why?

What age group would you like to work with? Why?

Was taking care of infants what you expected? Why?

Was there a connection between what you learned in class and your participation? How or why not?

Do you feel that your participation gave you a good idea of what Family Day Care is about? Explain.

In what way would you improve the scheduling of participation?

Do you feel ready to begin day care in your own home? Why or why not?

What do you need to do or get to be ready?

Any problems?

Comments:

Appendix I

Followup Survey

	Session I	Session II	Session III	Total	%
Applied for License					
Received License					
Providing Services					
Number of Infants (0 - 2)					
Number of Preschool Children (2 - 5)					
Number of Working Mothers					
Number of Mothers in School or Training					
Joined Family Day Care Association					



Los Angeles Mission College
ONE OF THE NINE LOS ANGELES COMMUNITY COLLEGES

Certificate of Completion

THIS CERTIFIES THAT

HAS SUCESSFULLY COMPLETED ALL REQUIRED WORK COMPRISING
THE COURSE OF STUDY FOR A CERTIFICATE IN

the INFANT FAMILY DAY CARE TRAINING PROJECT

Doris G. McCain
Project Director

Art Hernandez
College President

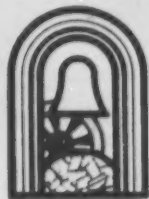
July 6, 1979
Date

July 6, 1979
Date

Appendix J
Certificate of Completion

Appendix K

Certificate of Appreciation



**Los Angeles
Mission College**

one of the nine Los Angeles Community Colleges

Certificate of Appreciation

Presented to

**For Outstanding Service in an Advisory Capacity
to Los Angeles Mission College**

A handwritten signature in cursive script, which appears to read "Art Hernandez".

College President

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FAMILY DAY CARE
MANUALS AND OTHER AIDS FOR THE PROVIDER

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West, Karen. Family Day-to-Day Care. Mound, MN 55364: Quality Child Care, Inc. 1980.

FILMS - FILMSTRIPS

FILMS

Child's Play. CRM McGraw-Hill Films, 110 15th Street, Del Mar, CA 92014.

Growth and Development: A Chronicle of Four Children. A chronicle of four children from three weeks to four years. Available in 16mm, super 8mm or videotapes. A series of ten films. J.P. Lippincott Co., Audiovisual Department, Division of Higher Education, East Washington Square, Philadelphia, PA 19105.

Eat, Drink and Be Wary. 21 min. - color. Distributed by Churchill Films. 662 Robertson Blvd., Los Angeles, CA 90069.

Stone, L.J. Learning to Learn in Infancy
Emotional Ties in Infancy
Person to Person in Infancy
Psychological Hazards of Infancy (Free)
Modern Talking Picture Service, 1212 Avenue of the Americas, New York, NY
or your closest office.

How Babies Learn. Bettye M. Caldwell, 30 min. New York University, distributor.

The Vital Link. 15 min. - color. Southerby Productions, 1976. Emergencies.

What is Family Day Care? 20 min. Department of Human Development and Family Studies, Cornell University. Film Librarian, Department of Communication Arts, Cornell University, Ithaca, NY 14850.

FILMSTRIPS

Day Care for Children. A series of six filmstrips Helping Parents with Decision-Making in Day Care.

"Just Like a Family"

"Sharing the Care of Your Child"

"The Right Ingredients"

"Mondays and Fridays"

"Talk About It!"

"School's Out - Out-of-School Care"

Pacific Oaks College, 5 Westmoreland Pl., Pasadena, CA 91103. (213) 795-9161.

MAGAZINES AND NEWSLETTERS

Baby Talk. Leam Corporation, 66 E. 34th Street, New York, NY 10016. Monthly – Focus on pregnancy and infancy.

Children Today. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 6 times/year.

Child Care Information Exchange. 70 Oakley Road, Belmont, MA 02178. 6 issues.

Child Care Resources. Karen West, Quality Child Care, Inc., P.O. Box 176, Mound, MN 55364.

Day Care and Early Education. Human Sciences Press, 72 Fifth Avenue, New York, NY 10011.

Parents' Magazine, 80 New Bridge Road, Bergenfield, NJ 07621.

Women's Educational Equity Communications Network. Far West Laboratory, 1855 Folsom Street, San Francisco, CA 94103.

"An information service that collects, screens, classifies, stores and provides information on projects, activities, and research related to women's educational equity. A communication system that facilitates contact among persons, groups, and agencies who are working on behalf of women's educational equity."

Addresses for the following will be found in section on "Organizations and Agencies."

Childhood Education (ACEI)

Child Welfare (CWLA)

Family Day Care Provider (DCCDCA)

Voice for Children (DCCDCA)

Young Children (NAEYC)

Human Development, The First 2½ Years.

- No. 1 Pregnancy, Birth and Newborn
- No. 2 Physical Growth and Development
- No. 3 The Development of Understanding
- No. 4 Styles of Interaction
- No. 5 Emotional and Sociological Development, Part I
- No. 6 Emotional and Sociological Development, Part II
- No. 7 Language Development

Concept Media Productions, Butler Square, 100 N. 6th Street, Minneapolis, MN 55403; 1500 Adams Ave., Costa Mesa, CA 92626.

The First 18 Months: From Infant to Toddler. Set of five filmstrips.

- "The New Arrival"
- "Discovering The World"
- "Making Friends With the Family"
- "First Steps, First Words"
- "A Time for Adventure"

Record or cassettes: discussion guide and audio script booklets.

Understanding Early Childhood Ages 1 Through 6. Four sets. Each set – five filmstrips.

Record or cassettes.

- "How An Infant's Mind Grows"
- "How Language Grows"
- "Where Can A Young Child Learn?"
- "How The Young Child's Mind Grows"
- "Learning Every Day"

Parents' Magazine Films, Inc., 52 Vanderbilt Ave., New York, NY 10017.

PUBLICATION LISTS FROM ORGANIZATIONS AND AGENCIES

Administration for Children, Youth, and Families, U.S. Department of HEW, Washington, D.C. 20013. (Formerly Office of Child Development). Publications list.

American Academy of Pediatrics, Box 1034, Evanston, IL 60204.

American Dietetic Association, 430 S. Michigan Ave., Chicago, IL 60611. Catalog, day care bibliography, nutritional pamphlets.

American Medical Association, 535 S. Michigan Ave., Chicago, IL 60610. Publication list + free.

 "Fit For Fun"

 "Your Body and How It Works"

American Red Cross, Local Chapter.

 Classes in first aid; CPR; pamphlets and brochures.

Association for Childhood Education International (ACEI), 3615 Wisconsin Avenue, NW, Washington, D.C. 20016. Childhood Education.

Action for Children's Television (ACT), 46 Austin Street, Newtonville, MD 02160. Local groups in many states.

Child Study Association of America, Inc., 9 East 89th Street, New York, NY 10028. Publications.

Child Welfare League of America, 44 East 23rd Street, New York, NY 10010. Child Welfare -- Social work orientation -- all aspects of child welfare including adoptions and foster care.

Council for Exceptional Children (CED), 1920 Association Drive, Reston, VA 22091.

Day Care and Child Development Council of America (DCCDCA). 622 14th Street, NW, Washington, D.C. 20005. Cost includes Voice for Children. Publications catalog. Also Family Day Care Provider.

Educational Resources Information Center (ERIC). Early Childhood Education, 805 W. Pennsylvania Avenue, Urbana, IL 61801. ERIC/ECE Newsletter. Many publications.

Institute of Child and Family Development, University of North Carolina at Greensboro, Greensboro, NC 27412. Infant Care Project publications list.

National Association for the Education of Young Children. 1834 Connecticut Avenue, NW, Washington, D.C. 20009. Cost includes Young Children (6 issues. Publications list.

National Center for Prevention and Treatment of Child Abuse, 1205 Oneida, Denver, CO 80220.

National Special Education Information Center, P.O. Box 1492, Washington, D.C. 20013.

U.S. Consumer Product Safety Commission, Washington, D.C. 20207.

Fact Sheet No. 14 Lead Paint Poisoning

Locked Up Poisons

Baby Care Kit, It Hurts When They Cry; 4 pamphlets:

"Bumps Activity Book," 1976.

"Child Safety Training Kit," 1977.

"Infant Safety Kit," 1977.

"Learning Activity Kit," 1977.

Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402.
Subject Bibliography "Children and Youth," SB - 035. U.S. Government Printing Office, Washington, D.C. 20402.

A Guide For Parents Series

Publications for Parents Series

Caring for Children Series

Family Day Care No. 9

COMMERCIAL SOURCES

Johnson & Johnson, Consumer Service Dept., New Brunswick, NJ 08903.

Baby Care Basics

Keeping Baby Clean

Chart: How a Baby Grows

When Baby is Ill

Baby's Eating & Sleeping Habits

A Safer World for Babies & Toddlers

Pediatric Round Table Series

1. Maternal Attachment & Mothering Disorders, 1975.
2. Social Responsiveness of Infants, 1978.
3. Learning Through Play, 1979. Johnson & Johnson Baby Products Co.

Metropolitan Life Insurance Co., Health and Welfare Division, 1 Madison Avenue, New York, 10010.

Watching Your Child's Health

Memo to Parents About Immunization

First Aid for the Family

I Won't, I Won't

National Dairy Council, Chicago, IL 60606

A Guide to Good Eating

Food Before Six

Feed Little Folks

Proctor and Gamble, Cincinnati, OH 45201.

Protecting Infants & Toddlers From Accidents

Ross Laboratories, Columbus, OH 43216.

Booklets on Child Health and Child Development

Your Child and Discipline

Your Children's Quarrels

Your Children's Fears

Your Child's Appetite

Developing Toilet Habits

The Phenomena of Early Development

NUTRITIONAL CONSIDERATIONS FOR INFANTS*

Textbooks on Nutrition:

Forman, M.D., Samuel J. Infant Nutrition. Philadelphia, W.B. Saunders Co., 1974.
Written for physicians, nutritionists, and dietitians? highly technical language.

McWilliams, Margaret. Nutrition for the Growing Years. New York, John Wiley & Sons, Inc., 1975.
Written for professionals who work with children; language is not technical. McWilliams is a home economist.

Pipes, Peggy. Nutrition in Infancy and Childhood. St. Louis, C.V. Mosby Co., 1977.
Pipes is a nurse and lectures in home economics. Content is aimed at nurses.

Robinson, Corinne. Normal and Therapeutic Nutrition. New York, MacMillan Publishing Co., 1972.
Text for nursing students. Chapter on Infancy.

On Infant Nutrition and Feeding written for parents and interested others:

Caplan, Frank (ed.) The Princeton Center for Infancy. The Parenting Advisor Anchor Books. Anchor Press /Doubleday, Garden City, N.Y., 1978. Paper.
Broad general information on infancy with a good chapter on infant feeding.

Leach, Penelope. Your Baby and Child from Birth to Age Five. New York, Alfred A. Knopf, 1978.
Infancy is divided into 0-6 months, 6-12 months, etc. with detailed information on the "how to's" and "why's" of feeding. Excellent source of information on caring for infants and toddlers up to five.

Spock, M.D., Benjamin. Baby and Child Care. New York, Pocket Books, Simon and Schuster, 1974 ed.
Excellent for general information on feeding and nutrition.

The How's and Why's of making Baby/Toddler Foods:

Castle Sue. G. The Complete Guide to Preparing Baby Food at Home. New York, N.Y., Double day and Co., 1973. Hardback.

Kenda, Margaret E. and Phyllis Williams. The Natural Baby Babyfood Cookbook. New York, Avon Books, 1973. Paperback.
Excellent nutritional theory and recipes. The focus is on mother preparing small amounts but is easily adapted for a group.

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Kordel, Lelard. Cook Right Live Longer. Out of Print. To be published by Manor Books, 1980.

Lansky, Vicki. Feed Me! I'm Yours: A Recipe Book for Mothers. New York, Bantam Books, 1974.

Morris, Melinda. The First Babyfood Cookbook for Babies from 1-15 Months. New York, Ace Books, 1972. Paper.
Sophisticated recipes.

McDonald, Linda. Baby's Recipe Book. Cleveland, OH, C & K Publishing Co., 4900 Lakeside Avenue, 1972. Paper.
This book is a gem - has allergy diets, theory, and recipes; very thorough in explanation.

_____. Instant Baby Food. Oaklawn Press, Pasadena, CA, 1975. Paper.
Describes in detail the process; a less complete version of the above.

Pearlman, Ruth. Feeding Your Baby the Safe and Healthy Way. New York, Random House, 1971. Hardback.

Payne, Alma. The Baby Food Book. Boston, Little, Brown & Co., 1977. Paper.
Combination of information on nutrition, preparation how to's, and recipes. Very concise.

Rogers, Florence K. Another Little Mouth to Feed. New York, Simon & Schuster, 1973. Paper.
150 easy nutritious recipes for freeze-and-heat baby foods.

Redman, Edith. Recipes for Healthier Children, A Mother's Guide. Toronto, Gage Publishing Co., 1976. Paper.
Health food approach.

Roth, June. Cooking for Your Hyperactive Child. Chicago, Contemporary Books, 1977. 200 recipes free of artificial additives with food-sensitivity checklist.

Turner, M.D., James, and Mary Turner. Making Your Own Baby Food. New York, Bantam Books, 1972.
Focus is concern about commercially-prepared baby food. Dr. Turner is a Ralph Nader of Baby foods. There has been a noticeable improvement since Dr. Turner came on the scene.

BOOKS, SONGS AND RECORDS

- Berman, Marcia. Activity Songs. I'm Not Small with Patty Zeitlin. (Record)
- _____ and Patty Zeitlin. Children's Creative Play Songs No. 1. (Record)
- Chorao, Kay. The Baby's Lap Book. N.Y., N.Y. E.P. Dutton, 1977. (Favorite Nursery Rhymes).
- Glazer, Tom. Music for 1's and 2's. (Record)
- Grayson, Marion. Let's Do Fingerplays. Washington, D.C.: Robert B. Luce, 1962. Collection of clearly described fingerplays. No music.
- Jenkins, Ella. Early Childhood Songs, You'll Sing a Song and I'll Sing a Song. (Records)
- Juegos Meniques Para Chiquitines. Finger plays in Spanish with some English directions. Book and Record.
- Kunhardt, Dorothy. Pat the Bunny (Golden Touch and Feel Book), Sparks, Nevada, Western Publishing Co., 1962.
- Landeck, Beatrice. Wake Up and Sing. New York: Morrow 1969. Piano accompaniments, chords; also Songs to Grow On.
- Luther, Frank. A Child's First Record.
- Palmer, Hap. Folk Song Carnival. (Record)
- Poston, Elizabeth. The Baby's Song Book. New York: Thomas Crowell. 1971. Illustrated Nursery Songs.
- Raven, Nancy. Lullabies and Other Children's Songs. (Record)
- Seeger, Pete. Song and PlayTime. (Record)
- Songs For The Nursery School. Very young chants and Mother Goose Songs.
- Things To See. N.Y., N.Y.: Platt and Munk Publishers, n.d. Color photos of Familiar Objects.
- Wildsmith, Brian. Mother Goose, N.Y., N.Y.: Franklin Watts, Inc., 1965.

This is only a very small sampling. Check your local children's book and music store for other selections.